



**St Mary's
University
Twickenham
London**

PGS7007 Module Handbook 2025-26

September 2025

Module Convenor(s): Jamie Ribolla

**School of Education
Faculty of Arts, Business, Law, Education and Theology (FABLET)**

**St Mary's University
Waldegrave Road, Twickenham Tw1 4SX**

**Switchboard 0208240 4000
www.stmarys.ac.uk**

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About Module PGS7007 Professional Studies

Aims

This module aims to develop the essential knowledge and skills required of all teachers, through the promotion of inclusive learning and teaching within a diverse society. This work will provide the foundation upon which effective pedagogy can be developed through subject-based and school-based experiences, and support the development of emergent confident teachers who are aware of the positive contribution they make to the profession; to engender successful learners, confident individuals and responsible citizens in schools.

'Teachers are made, not born. Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching' (DfE, 2022, p.5).

Learning Outcomes

At the end of this module students will be able to:

1. apply their pedagogical knowledge and understanding in the classroom, in the form of essential teacher skills
2. enable critical reflection and evaluation on the impact of effective teaching and inclusion strategies
3. reflect on the professional role of the teacher in the school community

These will be addressed through the following indicative content:

- How Pupils Learn: Emotional and Cognitive Learning
- Effective Classroom Practice
- Managing Behaviour for Learning
- Setting High Expectations
- Assessment: formative and summative
- Adaptive teaching
- Special Educational Needs and Disabilities (SEND): ensuring all pupils can experience success
- Supporting Pupils for whom English is an additional language (EAL)
- Developing literacy across the curriculum
- Equality, Inclusion and Diversity
- Safeguarding
- Understanding Professional Behaviours
- Sustainability in Education

Credits and Time Commitments

Credits for this module: 30 Level 7

Total study time (hours): 200

Contact hours: 100

Placement / work-based learning hours: 0

Guided Learning hours: 25

Independent Study hours: 75

Assessment Guidance

100% coursework based. 6000-word essay (4,500-word main essay and 1,500-word appendices)

Deadlines

Essay submission due by Sunday, 25th January at 6pm

Resit submission due by Sunday, 8th March at 6pm.

Checking Your Results (guide)

To check your results, visit the Submissions and Results section on your module page.

Results via email

Each semester you will also receive an automated email with your results. This comes from SITS, a student records management system used to store, administer and manage all aspects of student data.

Please note, it is your responsibility to read the report sent to you each semester. If it is necessary to resit, please log into the relevant Moodle module. Here you will find assignment instructions and information on deadlines.

If you need any assistance with the above then contact the Helpdesk at helpdesk@stmarys.ac.uk. Response times are between 9am-5pm.

Professional Studies Curriculum

Our Professional Studies curriculum seeks to develop the essential knowledge and skills required of all teachers, as set out by the Initial Teacher Training and Early Careers Framework (ITTECF). Our curriculum is sequential, progressive and cyclical, such that knowledge and skills are introduced, developed, and revisited throughout the course.

1. PS lectures - introduce key knowledge
2. PS Workshops and Subject Sessions - knowledge applied to context and initial skill development
3. School-based experiences - knowledge applied and skills developed through pedagogy.

Additional analysis and critique of theory, research and expert practice are integral aspects of the course, and are further developed through assignments.

To develop the essential knowledge and skills, all trainees will have opportunity to:

- observe expert colleagues, and be supported in deconstructing what makes a particular approach successful or unsuccessful.
- Receive clear, consistent and effective mentoring, on a particular approach to provide a structured process for improving practice.
- Practice. Rehearse and refine particular approaches throughout their training. This could include beginning outside the classroom before using approaches in classrooms.
- Receive feedback on applying a particular approach or approaches. Work with expert colleagues to identify areas for and ways to improve practice, seek challenge and critique from expert colleagues.

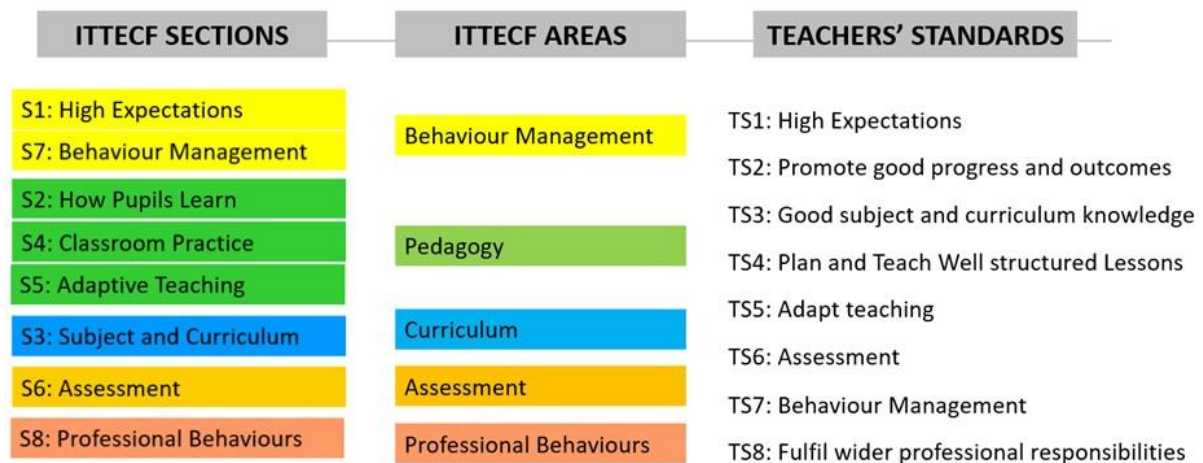
Essential Documents:

- *Curriculum Guide 2025-26*

Initial Teacher Training and Early Career Framework (ITTECF)

The essential knowledge and skills required of all trainee teachers are set out in the Initial teacher Training and Early Career Framework. The knowledge and skills are categorised into 8 sections, which explicitly align with the 8 Teachers' Standards required of all teachers. The 8 sections can be further grouped into 5 areas.

Connecting ITTECF with Teachers' Standards



Essential Documents:

- *The Initial Teacher Training Early Career Framework (ITTECF)*
- *Teachers' Standards Overview*

Professional Studies Curriculum Overview

ITTECF Core Area (5)	ITTECF Section (8) (Teacher Standards)	PS Lecture (‘Learn that...’)	PS Workshop (‘Learn how to...’)
Behaviour Management	S1 High Expectations (TS1 Set High Expectations)		<ul style="list-style-type: none"> High Expectations: Role of the Form Tutor
	S7 Managing Behaviour (TS7 Manage Behaviour Effectively)	<ul style="list-style-type: none"> Managing Behaviour 	<ul style="list-style-type: none"> Managing Behaviour
Pedagogy	S2 How Pupils Learn (TS2 Promote Good Progress)	<ul style="list-style-type: none"> How to Learn: Learner and Teacher Identity How Pupils Learn 1: Cognition How Pupils Learn 2: SEND How Pupils Learn 3: Emotionally Informed Learning 	<ul style="list-style-type: none"> How Pupils Learn
	S4 Classroom Practice (TS4 Plan and Teach Well Structured Lessons)	<ul style="list-style-type: none"> Effective use of Artificial intelligence as a Teaching and Learning tool, and online safety <ul style="list-style-type: none"> Further covered through subject lectures and workshops 	
	S5 Adaptative Teaching (T5 Adapt Teaching)	<ul style="list-style-type: none"> SEND: Opportunities and barriers to learning Adaptive Teaching: EAL and Literacy 	<ul style="list-style-type: none"> Adaptive Teaching: Reflections on Effective Practice Adaptive Teaching: SEND SEND Project
Curriculum	S3 Subject and Curriculum (TS3 Demonstrate Good Subject and Curriculum Knowledge)	<ul style="list-style-type: none"> Curriculum and the Teacher Curriculum Making Literacy: Closing the reading gap 	<ul style="list-style-type: none"> Literacy Across the Curriculum
Assessment	S6 Assessment (TS6 Make Accurate and Productive Use of Assessment)	<ul style="list-style-type: none"> Formative Assessment Progress: Plain and Simple 	<ul style="list-style-type: none"> Formative Learning Effective use of data for learning and numeracy
Professional Behaviours	S8 Professional Behaviours (TS8 Fulfil Wider Professional)	<ul style="list-style-type: none"> Teacher Well-Being & Resilience 	<ul style="list-style-type: none"> Resilience

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	Responsibilities)		
PART 2 and Statutory Duties		<ul style="list-style-type: none"> Professional Behaviours: Safeguarding ▪ Anti-racist teaching practice (recorded) Professional Behaviours: Political Impartiality, RSE and PSHCE Sustainability: Teacher Positionality and Teach like the planet matters A year as an ECT 	
Enrichment		<ul style="list-style-type: none"> Inclusive Schools ▪ Anti-racist teaching Child Bereavement 	<ul style="list-style-type: none"> Diversity and Inclusion
Intense Training and Practice (ITAP)		<ul style="list-style-type: none"> Behaviour Management – effective routines Effective Questioning Assessment – providing high quality feedback Adaptive Teaching – ensuring all pupils have opportunities to succeed 	

Curriculum Guide and Weekly Foci

The Professional Studies Curriculum Guide 2025-26 can be found in PGS7007 Professional Studies / Curriculum Guide and Weekly Foci. ***We strongly encourage that this document is used on a weekly basis to guide mentor conversations, setting of weekly targets and support reflection on your progress and development.***

The guide provides:

- An overview of the curriculum
- Weekly foci to guide mentor meetings, observations of expert colleagues, your own practice, and lesson feedback
- Assignment, task and submission deadlines
- Essential skills required of all teachers
- Essential knowledge required of all teachers
- Professional Studies timetable

Weekly Foci

To support trainees' development of essential skills, we provide 1 or 2 weekly foci which should guide every element of your weekly experience, to include mentor meetings, observations of expert colleagues, your own practice, and lesson feedback. We recognise that it is not possible to develop every skill in one week, and therefore, each week you should decide which skills you will:

1. Aim to observe in expert colleagues,
2. Discuss and explore in your mentor meetings, and
3. Aim to develop through trying a particular approach in your own practice and seeking feedback specifically on this.

Essential Documents:

- ***Curriculum Guide 2025-26***

Timetable

Wk	w/c	Theme	Date	Session 1 (9-11am)	Session 2 (11-1pm)	Session 3 (2-4pm)	Pre-recorded Lectures / Support Videos	Assignments / Tasks Deadlines
PRE-FOUNDATION PHASE								
4	1/9/25	How Pupils Learn (ITTECF2) Classroom Practice (ITTECF4)	Mon 1 Sep	Introduction to course and Induction <i>Jemima Davey</i>	Introduction to course and Induction <i>Jemima Davey (11-12pm)</i>	Subject 1-4pm		
			Tues 2 Sep	Subject	PS LECTURE (1) How to Learn: Learner and Teacher Identity <i>Fiona Wilson (11.30am)</i>	Subject		
			Wed 3 Sep	Subject	Subject	Subject		
			Thurs 4 Sep	Subject	PS LECTURE (2) Safeguarding <i>Jamie Ribolla</i>	PS LECTURE (3) How Pupils Learn <i>Rachel Croft</i>		
			Fri 5 Sep	Guided study				
5	8/9/25	How Pupils Learn (ITTECF2) Classroom Practice (ITTECF4)	Mon 8 Sep	Subject	Subject	Subject		
			Tues 9 Sep	Subject	Subject	Subject		
			Wed 10 Sep	Subject	Subject	Subject		
			Thu 11 Sep	Subject	PS WORKSHOP (4) How Pupils Learn <i>Subject Tutors (12-1pm)</i>	Subject		
			Fri 12 Sep	Guided study				
6	15/9/25	How Pupils Learn (ITTECF2) Assessment (ITTECF6)	Mon 15 Sep	Subject	Subject	Subject		
			Tues 16 Sep	Subject	Subject	Subject		
			Wed 17 Sep	Subject	Subject	Subject		
			Thu 18 Sep	PS LECTURE (5) Formative Assessment <i>Andrew Bull</i>	PS LECTURE (6) Managing Behaviour <i>Bob Hope</i>	PS LECTURE (7) Teacher Wellbeing / Resilience <i>Anna Lise Gordon</i>		Confidence Checkpoint 1 (15/9/25) Abyasa: EDI Task 1 (19/9/25)
			Fri 19 Sep	Guided study				
7	22/9/25	Assessment (ITTECF6) Managing Behaviour (ITTECF7)	Mon 22 Sep	Subject (OFF SITE / ONLINE)	Subject (OFF SITE / ONLINE)	Subject (OFF SITE / ONLINE)		
			Tues 23 Sep	Subject (OFF SITE / ONLINE)	Subject (OFF SITE / ONLINE)	Subject (OFF SITE / ONLINE)		
			Wed 24 Sep	Subject (OFF SITE / ONLINE)	PS LECTURE (ONLINE) (8) Sustainability in Education - Teacher Positionality <i>Sophie Wilson (11.30pm)</i> (9) School Briefing Foundation Phase (ONLINE) <i>Jemima Davey (12pm)</i>	PS LECTURE (ONLINE) (9) School Briefing and Abyasa (cont.) <i>Jemima Davey (2pm)</i>	SUPPORT VIDEOS (10) Essays	
			Thu 25 Sep	Subject (OFF SITE / ONLINE)	Subject (OFF SITE / ONLINE)	Subject (OFF SITE / ONLINE)		
			Fri 26 Sep	Subject (OFF SITE / ONLINE)	Subject (OFF SITE / ONLINE)	Subject (OFF SITE / ONLINE)		

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FOUNDATION PHASE								
8	29/9/25	How Pupils Learn (ITTECF2) Classroom Practice (ITTECF4)	Wed 1 Oct	PS LECTURE AND WORKSHOPS (11) Artificial Intelligence Sam Lovatt (9am) Subject Workshops (10-11am)	Subject	Subject		Abyasa Professional Task: Safeguarding Abyasa Professional Task: Behaviour Policy
9	6/10/25	ITAP1 Managing Behaviour	Mon 6 Oct	PS LECTURE (12) Behaviour Management: Routines	Guided study	Guided study		Abyasa Professional Task: Pre-entry experience Abyasa Timetable
			Tues 7 Oct	In school				
			Wed 8 Oct	Subject Groups	Subject Groups	Subject Groups		
			Thu 9 Oct	In school				
			Fri 10 Oct	Presentations		Guided study		
10	13/10/25	High Expectations (ITTECF1) Managing Behaviour (ITTECF7)	Wed 15 Oct	Subject	PS WORKSHOP (13) Managing Behaviour Subject Tutors (12-1pm)	PS LECTURE (14) Curriculum and the Teacher Sophie Wilson		ITaP Review 1
11	20/10/25	Subject and Curriculum (ITTECF3) Classroom Practice (ITTECF4)	Wed 22 Oct	Subject	Subject	PS LECTURE (15) Political Impartiality, PREVENT and Relationship and Sex Education Jamie Ribolla and Juliette Claro		Adaptive Teaching Task 1: TA for a day Adaptive Teaching Task 2: Pupil Pursuit (25/10/24)
12	27/10/25	Subject and Curriculum (ITTECF3) Classroom Practice (ITTECF4)		HALF TERM				
13	3/11/25	Subject and Curriculum (ITTECF3) Political Impartiality, British Values, RSE (Part 2)	Wed 5 Nov	Subject	Subject	PS LECTURE (16) How Pupils Learn 2: SEND Rachel Croft		
14	10/11/25	How Pupils Learn (ITTECF2) Adaptive Teaching (ITTECF5)	Wed 12 Nov	Subject	PS WORKSHOP (17) AIL Subject Tutors (12-1pm)	PS LECTURE (18) Identifying opportunities and barriers to learning Charlie Allison		
15	17/11/25	Adaptive Teaching (ITTECF5) Assessment (ITTECF6)	Wed 19 Nov	Subject	PS WORKSHOP (19) Adaptive Teaching 1: Reflections on Effective Practice Subject Tutors (12-1pm)	PS LECTURE (20) Emotionally Informed Learning Fiona Wilson	PS LECTURE (21) Anti Racist Teaching Practice	

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16	24/11/25	ITAP 2 Effective Questioning	Mon 24 Nov	PS LECTURE (22) Epistemology, Domains of Understanding and Questioning <i>Fiona Wilson</i>	Guided study	Guided study		
			Tues 25 Nov	In School				
			Wed 26 Nov	Subject Groups	Subject Groups	Subject Groups		
			Thu 27 Nov	In School				
			Fri 28 Nov	Presentations		PS LECTURE (23) Questioning Essay Preparation <i>Fiona Wilson</i>		
17	1/12/25	Adaptive Teaching (ITTECF5) Managing Behaviour (ITTECF7)	Wed 3 Dec	Subject	Subject	PS LECTURE (24) Inclusive School Practice <i>Lisa Panford</i>		ITaP Review 2 Abyasa: EDI Task 2
18	8/12/25	Equality, Diversity and Inclusion (Part 2)	Wed 10 Dec	PS WORKSHOP (25) Diversity and Inclusion Subject Tutors (9-10am)	Subject	Subject		FDN Progress Record
19	15/12/25	Professional Behaviours (ITTECF8)	Wed 17 Dec	Subject	Subject	Subject	PS LECTURE (26) Academic Writing Support	FDN Teaching Presentation Practice Confidence Checkpoint 2
20	22/12/25			CHRISTMAS HOLIDAYS				
21	29/12/25			CHRISTMAS HOLIDAYS				

DEVELOPMENT PHASE								
22	5/1/26	Professional Behaviours (ITTECF8)	Mon 5 Jan	Subject	Subject	Subject		
			Tues 6 Jan	Subject	Subject	Subject		
			Wed 7 Jan	Subject	Subject	Subject		
			Thu 8 Jan	PS LECTURE (27) Literacy and closing the reading gap <i>Helen Upfield</i>	PS LECTURE (28) Sustainability Education and Climate Justice <i>Sophie Wilson (11am)</i> (29) School Briefing Development Phase (12pm)	Subject		Abyasa Professional Task: School Experience
			Fri 9 Jan	(30) SEND Project launch (Kirsty Harding)				
23	12/1/26	Subject and Curriculum (ITTECF3)	Wed 14 Jan	Subject	PS WORKSHOP (31) Role of Form Tutor Subject Tutors (12-1pm)	PS LECTURE (32) Curriculum Making <i>Sophie Wilson</i>		Abyasa Professional Task: Safeguarding Abyasa Professional task: Behaviour Policy Abyasa Timetable

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24	19/1/26	Subject and Curriculum (ITTECF3) Professional Behaviours (ITTECF8)	Wed 21 Jan	Subject	Subject	Subject		M Level PS Essay (25/1/26)
25	26/1/26	Adaptive Teaching (ITTECF5) Assessment (ITTECF6)	Wed 28 Jan	Subject	PS WORKSHOP (34) Numeracy and Effective Use of Data Subject Tutors (12-1pm)	PS LECTURE (33) Adaptive Teaching - EAL and Literacy Juliette Claro		
26	2/2/26	Subject and Curriculum (ITTECF3) Adaptive Teaching (ITTECF5)	Wed 4 Feb	PS WORKSHOP (35) Literacy Across the Curriculum Subject Tutors (9-10am) (36) Adaptive Teaching - SEND Project Subject Tutors (10-11am)	Subject	Subject		Adaptive Teaching Task 1: TA for a Day Adaptive Teaching Task 2: Deployment of Expert Other Adaptive Teaching Task 3: Pupil Pursuit
27	9/2/26	ITAP 3 Assessment	Mon 9 Feb	PS LECTURE (37) Progress - Plain and Simple Michael Harpham	Guided study	Guided study		
			Tues 10 Feb	In School				
			Wed 11 Feb	Subject Groups	Subject Groups	Subject Groups		
			Thu 12 Feb	In School				
			Fri 13 Feb	Presentations		PS LECTURE (38) M2 Essay Prep Fiona Wilson		
28	16/2/26			HALF TERM				
29	23/2/26	High Expectations (ITTECF1) Managing Behaviour (ITTECF7)						ITaP Review 3
30	2/3/26	How Pupils Learn (ITTECF2) Classroom Practice (ITTECF4)						M Level PS Essay Resit (8/3/25)
31	9/3/26	How Pupils Learn (ITTECF2) Classroom Practice (ITTECF4)						
32	16/3/26	Subject and Curriculum (ITTECF3)						DEV Progress Record Confidence Checkpoint 3
33	23/3/26	Adaptive Teaching (ITTECF5) Assessment (ITTECF6)						DEV Teaching Practice Presentation

CONSOLIDATION PHASE								
34	30/3/26			EASTER HOLIDAYS				
35	6/2/26			EASTER HOLIDAYS				
36	13/4/26	Fulfill wider professional responsibilities (TS8)						

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37	20/4/26	ITaP 4 Adaptive Teaching	Mon 20 Apr	PS LECTURE AND WORKSHOPS (39) SEND and Evidence-Informed Practice Charlie Allison	Guided study	Guided study		
			Tues 21 Apr	In School				
			Wed 22 Apr	Subject Groups	Subject Groups	Subject Groups		
			Thu 23 Apr	In School				
			Fri 24 Apr	Presentations		Guided study		
38	27/4/26	Demonstrate good subject and curriculum knowledge (TS3)						M Level Subject Essay (3/5/25)
39	4/5/26	High Expectations (TS1) Managing Behaviour (TS7)						ITaP4 Review
40	11/5/26	Promote good progress and outcomes (TS2) Plan and teach well structured lessons (TS4)						
41	18/5/26	Adaptive Teaching (TS5) Assessment (TS6)						
42	25/5/26			HALF TERM				
43	1/6/26	Fulfill wider professional responsibilities (TS8)						M Level Subject Essay Resit (7/6/25)
44	8/6/26	Assessment Record and PoE						
45	15/6/26	Assessment Record and PoE						CON Assessment Record
46	22/6/26	Assessment Record and PoE					SUPPORT VIDEOS (40) Effective use of transition to ECT document (41) Fundamental skills	
47	29/6/26		Mon 29 Jun	Presentations	Presentations	Subject		CON Teaching Practice Presentation
			Tues 30 Jun	PS WORKSHOP (42) Resilience Subject Tutors (9-10am)	PS LECTURE (43) Bereavement Child Bereavement UK	PS LECTURE (44) A year as an ECT Andrew Bull		Fundamental Skills
			Wed 1 Jul					Transition Document
			Thu 2 Jul					
			Fri 3 Jul					

Sequenced Curriculum

Wk	w/c	Theme	#		Lecture Video Workshop	Behaviour Management	Pedagogy	Curriculum	Assessment	Professional Behaviours	Lead
						1 7	2 4 5	3 6	8	pt2	
FOUNDATION											
4	1/9/25	How Pupils Learn (ITTECF2)	1	2/9/25	How to Learn: Learner and Teacher Identity						Fiona Wilson
		Classroom Practice (ITTECF4)	2	4/9/25	Professional Behaviours: Safeguarding						Jamie Ribolla
			3	4/9/25	How Pupils Learn #1: Cognition						Rachel Croft
5	8/9/25	How Pupils Learn (ITTECF2) Classroom Practice (ITTECF4)	4	11/9/25	How Pupils Learn Workshop						Rachel Croft
6	15/9/25	How Pupils Learn (ITTECF2)	5	18/9/25	Formative Assessment						Andrew Bull
		Formative Assessment (ITTECF6)	6	18/9/25	Managing Behaviour						Bob Hope
			7	18/9/25	Teacher Well-Being / Resilience						Anna Lise Gordon
7	22/9/25	Assessment (ITTECF6)	8	24/9/25	Sustainability Education - Teacher Positionality						Sophie Wilson
		Managing Behaviour (ITTECF7)	9	24/9/25	School briefing - Foundation Phase						Jemima Davey
			10	26/9/25	Essays (video)						Fiona Wilson / Helen Unfield
8	29/9/25	How Pupils Learn (ITTECF2) Classroom Practice (ITTECF4)	11	1/10/25	Artificial Intelligence to support learning						Sam Lovatt
9	6/10/25	ITAP - Managing Behaviour	12	6/10/25	Behaviour Management - routines						Sarah Batty
10	13/10/25	High Expectations (ITTECF1)	13	15/10/25	Managing Behaviour workshop						Fiona Wilson
		Managing Behaviour (ITTECF7)	14	15/10/25	Curriculum and the Teacher						Sophie Wilson
11	20/10/25	Subject and Curriculum (ITTECF3) Classroom Practice (ITTECF4)	15	22/10/25	Political impartiality, PREVENT and RSE						Juliette Claro / Jamie Ribolla
12	27/10/25	Subject and Curriculum (ITTECF3) Classroom Practice (ITTECF4)			HALF TERM						
13	3/11/25	Subject and Curriculum (ITTECF3) Political Impartiality, British Values, RSE (Part 2)	16	5/11/25	How Pupils Learn #2: SEND						Rachel Croft
14	10/11/25	How Pupils Learn (ITTECF2)	17	12/11/25	Assessment: Formative Learning workshop						
		Adaptive Teaching (ITTECF5)	18	12/11/25	SEND: opportunities and barriers to learning						Charlie Allison
15	17/11/25	Adaptive Teaching (ITTECF5)	19	19/11/25	Adaptive teaching workshop 1: Reflections on Effective Practice						Rachel Croft
		Assessment (ITTECF6)	20	19/11/25	How Pupils Learn #3: Emotionally Informed Learning						Fiona Wilson
			21	21/11/25	Anti-Racist Teaching Practice (video)						Lisa Panford
16	24/11/25	ITAP - Effective Questioning	22	24/11/25	Epistemology, Domains of Understanding and Questioning						Fiona Wilson
		M1 Preparation	23	28/11/25	Questioning Essay Preparation						Fiona Wilson
17	1/12/25	Adaptive Teaching (ITTECF5) Managing Behaviour (ITTECF7)	24	3/12/25	Inclusive School						Lisa Panford
18	8/12/25	Equality, Diversity and Inclusion (PI2)	25	10/12/25	Diversity and Inclusion						Lisa Panford
19	15/12/25	Professional Behaviours (ITTECF8)	26	19/12/25	Academic Writing Support (video)						Fiona Wilson

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Wk	w/c	Theme	#		Lecture Video Workshop	Behaviour Management	Padagogy	Curriculum	Assessment	Professional Behaviours	Lead
						1 7	2 4 5	3 6	8	pt2	
DEVELOPMENT											
22	5/1/26	Professional Behaviours (ITTECF8)	27	8/1/26	Literacy - closing the reading gap						Helen Upfield
			28	8/1/26	Sustainability Education and Climate Justice						Sophie Wilson
			29	8/1/26	School Briefing						Jemima Davey
			30	10/1/26	SEND Project launch						Kirsty Harding
23	12/1/26	Subject and Curriculum (ITTECF3)	31	14/1/26	High Expectations: Role of Form Tutor workshop						Becky Knowles
			32	14/1/26	Curriculum Making						Sophie Wilson
24	19/1/26	Subject and Curriculum (ITTECF3) Professional Behaviours (ITTECF8)									
25	26/1/26	Adaptive Teaching (ITTECF5) Assessment (ITTECF6)	33	28/1/26	Adaptive teaching: EAL and Literacy						Juliette Claro
			34	28/1/26	Effective use of data for learning and numeracy workshop						Robert Campbell
26	2/2/26	Subject and Curriculum (ITTECF3) Adaptive Teaching (ITTECF5)	35	4/2/26	Literacy Across the Curriculum workshop						Michael Harpham
			36	4/2/26	Adaptive teaching workshop: SEND						Kirsty Harding
27	9/2/26	ITAP - Assessment	37	9/2/26	Progress Plain and Simple						Michael Harpham
			38	13/2/26	M2 Essay Prep						Fiona Wilson
28	16/2/26				HALF TERM						

Professional Studies Sessions

- **Lectures** provide an important introduction to pedagogical issues relating to school life and include essential knowledge to becoming a great teacher. The ITTECF knowledge ('learn that....' statements) are underpinned by high-quality evidence; either meta-analyses of existing research or experimental research.
- **Workshops** provide trainees with the opportunity to embed and apply the knowledge gained from PS lectures within subject contexts, and begin to explore the practice statements ('Learn how to...') with expert colleagues and other trainees. Workshops are participatory in subject and cross-subject groups, led by secondary subject tutors.
- **Tutorials /Seminars** (and personalised interventions as required) will take place at key points in the course to review your individual progress and set targets related to your professional progress and development as a teacher.

Session Objectives and Resources

All lectures and workshops are designed to support development of the essential knowledge (*'Learn that...'*) and skills (*'Learn how to...'*) *required of an effective teacher*.

Detailed session objectives, supporting resources and/or tasks can be found in the Professional Studies (PGS7007) Module / Lectures and Workshops. All lecture presentations will subsequently be made available in the same location.

Intensive Training and Practice (ITaPs)

ITaP (Intensive Training and Practice) weeks focus on developing a specific element of your teaching practice through a combination of university and school-based experiences. The general structure of ITaP weeks are:

Monday	Online	Key lecture, critique key readings
Tuesday	School-based	Observe and deconstruct expert colleagues' practice
Wednesday	University-based	Reflection, connecting practice with theory, planning own practice
Thursday	School-based	Deliver lessons (minimum 2)
Friday	Online	Consolidation presentation and reflection. Actions for future practice

There will be four ITAP weeks, each focusing on a different area of professional learning.

- ITAP 1: wc Monday 6th Oct Behaviour Management: Routines
- ITAP 2: wc Monday 24th Nov Effective Questioning
- ITAP 3: wc Monday 9th Feb Assessment: Providing high quality feedback
- ITAP 4: wc Monday 20th Apr Adaptive teaching: Ensuring all pupils experience success.

Resource Lists

All resources and readings for the course can be found on Moodle, Professional Studies (PGS7007) / Interactive Resource Lists. References represent the evidence base from which the essential knowledge has been developed, and are arranged in three separate lists:

1. **By Teacher Standard.**
2. **By PS Lecture / Workshop.** Each PS session identifies 2 essential readings.
3. **M Level PS Essay.** Recommended readings related to the questioning essay assignment

Tutorials / Seminars and Progress Activities

Seminars and tutorials can be booked to discuss your progress, and any thoughts or concerns you have. At St Mary's University, we support your professional and personal development as an early career teacher. One way we do this is to have individual and/or group seminar / tutorials at regular points in the year. This includes the opportunity to discuss your professional development and review / set your targets.

Throughout the PGCE course, there are three formal seminars / tutorials with a subject tutor (September, January and June). It is your responsibility to prepare thoroughly for these meetings by reviewing your progress to date. You will reflect on school-based experience, university-based sessions, as well as feedback on assignments.

Three tutorial documents can be found on the Professional Studies Module / Tutorials. These provide a series of questions to support your self-reflection and preparation for each tutorial. There is no expectation for you to submit these formally, but instead be used to guide discussions.

Many of the reflection activities draw on the work of Robertson Cooper (www.robertsoncooper.com), an organisation which focuses on resilience and well-being in the workplace. Via this link, (Robertson Cooper i-resilience report) you are able to answer a series of questions and be provided a free iResilience report, and guidance on steps you can take to maximise your wellbeing. You may wish to complete this before your first tutorial.

Masters Level Professional Studies Essay:

Please refer to ITTECF 4.6, “Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils’ prior knowledge, assess understanding and break down problems.” (DfE, 2019:17)

Essay (4,500 words):

- Questioning is an essential teaching method to consolidate pupils’ learning: with reference to a lesson which you have taught and drawing upon educational theory and research and other professional evidence, critically evaluate how you effectively used questioning to consolidate pupils’ learning.

Appendices (1,500 words equivalent):

- You are required to illustrate, in an appendix to the essay; evidence of how you planned for effective questioning (lesson plan), what you have learned from critically deconstructing your lesson and critiquing the impact of the lesson (lesson evaluation). The evidence should also include lesson feedback from an expert colleague, e.g., class teacher or mentor, and notes from professional development conversations.

Indicative structure Essay:

- Introduction to the assignment
 - Setting for the lesson
 - Where does the lesson fit within the medium-term plan?
 - Where is the learning taking place? Subject School context (anonymise)
- Analysis and Discussion
 - Intention of the lesson – what type of knowledge is being learnt?
 - Defend how you used questioning to consolidate all pupils’ learning
 - Was the approach taken effective in consolidating learning for all pupils?
- Conclusion
 - In the context of class X... High quality questioning can consolidate pupils’ learning when... Next steps for further improvement are...
 - *Ensure you use academic literature, research and professional development conversations to justify analysis.
- Appendices
 - Lesson plan, expert colleague feedback, professional development conversations including Weekly Training Meeting notes, and relevant observation notes of expert colleagues.
- Critical engagement and analysis of literature

- Critical engagement is the critiquing of academic literature whereby the reader considers the following questions:
 - What are the key arguments being presented by the author in relation to the subject?
 - Are these arguments robust?
 - Do you accept or challenge their arguments?
 - Are there other authors that agree with them (and possibly you)?
 - Are there other authors who disagree with them (and possibly you)?
 - Why are there different views? Is this in relation to the context of the author (time, geography, and politics?) or are there different views within the same context based on differing evidence sources?

If the evidence is based upon research, then consideration must be given to where, when and how the research was undertaken.

- Is the geographical location of the research comparable to the context of the writer (you)?
- When was the research undertaken? Has society/politics/education changed since that time?
- Is the methodology robust? Is there an appropriate sample group? Does the sample represent the context of your own experience? Does it lead to results that can be trusted to be part of your own argument either in support or defence of your position?
- It is also interesting to note who the researcher is and their other work as they may have developed their argument. You need not give an answer to every question above when developing a point but should have considered them when developing your argument.

Essay Grade Criteria

Grading criteria	Knowledge and Understanding: Use of Questioning	Intellectual skills: Critique, Reflection and Analysis of theory and practice	Enquiry and research skills: structure and word count	Scholarly practices: academic literacy and Harvard referencing	Professional and life skills: Appendices
0 – 39 Fail	Very limited understanding of questioning and its links with pupils' learning.	Very limited critique, reflection or analysis of learning, its links with questioning and how this consolidates learning within a given school context, including links to supporting evidence found within appendices.	Very limited consideration of presentation. Number of words is not within plus or minus 10% of word count (not including appendices). Work is not paginated and/or double line spaced. Limited proof-reading for correct use of grammar and spelling.	Very limited engagement with relevant reading to support critique, reflection or analysis. Very limited understanding of the use of Harvard referencing, including numerous inaccuracies in citations and / or reference list.	Very limited evidence to support claims to theory and practice found within essay.
40-49: Fail	Limited understanding of questioning and its links with pupils' learning.	Limited critique, reflection or analysis of learning, its links with questioning and how this consolidates learning within a given school context, including links to supporting evidence found within appendices.	Limited consideration of presentation. Number of words is (not) within plus or minus 10% of word count (not including appendices). Work is (not) paginated and/or double line spaced. Limited proof-reading for correct use of grammar and spelling.	Limited engagement with relevant reading which tends to support critique, reflection or analysis. Use of Harvard referencing with some consistent inaccuracies in citations and or reference list.	Limited relevant evidence to support claims to theory and practice found within essay.
50-59: Pass	Satisfactory understanding of questioning and its links with pupils' learning.	Satisfactory critique, reflection or analysis of learning, its links with questioning and how this consolidates learning within a given school context, including links to supporting evidence found within appendices.	Number of words is (not) within plus or minus 10% of word count (not including appendices). Work is (not) paginated and/or double line spaced. Satisfactory proofreading for correct use of grammar and spelling.	Satisfactory engagement with relevant reading which tends to support critique, reflection and analysis. Use of Harvard referencing with some consistent inaccuracies in citations and or reference list	Inclusion of some relevant evidence to support claims to theory and practice found within essay.

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Grading criteria	Knowledge and Understanding: Use of Questioning	Intellectual skills: Critique, Reflection and Analysis of theory and practice	Enquiry and research skills: structure and word count	Scholarly practices: academic literacy and Harvard referencing	Professional and life skills: Appendices
60-69: Pass	Good understanding of questioning and its links with pupils' learning.	Good critique, reflection or analysis of learning, its links with questioning and how this consolidates learning within a given school context, including links to supporting evidence found within appendices.	Number of words is within plus or minus 10% of word count (not including appendices). Work is paginated and/or double line spaced. Accurate proof-reading for correct use of grammar and spelling.	Good engagement with relevant reading which often support critique, reflection and analysis. Consistent use of Harvard referencing with few minor inaccuracies in citations and or reference list.	Inclusion of relevant evidence to support claims to theory and practice found within essay.
70-79: Pass	Very good understanding of questioning and its links with pupils' learning.	Very good critique, reflection or analysis of learning, its links with questioning and how this consolidates learning within a given school context, including links to supporting evidence found within appendices.	Number of words is within plus or minus 10% of word count (not including appendices). Work is paginated and/or double line spaced. Accurate proof-reading for correct use of grammar and spelling.	Very good engagement with relevant reading which supports critique, reflection and analysis. Consistent use of Harvard referencing with few minor inaccuracies in citations and / or reference list.	Inclusion of relevant evidence to support claims to theory and practice found within essay.
80-100: Pass	Excellent understanding of questioning and its links with pupils' learning	Excellent critique, reflection or analysis of learning, its links with questioning and how this consolidates learning within a given school context, including links to supporting evidence found within appendices.	Number of words is within plus or minus 10% of word count (not including appendices). Work is paginated and/or double line spaced. Accurate proofreading for correct use of grammar and spelling.	Excellent engagement with relevant reading which rigorously supports critique, reflection and analysis. Consistent use of Harvard referencing with no errors in citations and / or reference list.	Inclusion of relevant evidence to support claims to theory and practice found within essay.

Academic Work

Presenting Work

Coursework presented must meet the following requirements:

- A Cover Page giving your regnum, module code and the title of the assignment. Do not include your name as marking is anonymous;
- Double-spacing for text;
- Standard and simple font (e.g. Helvetica or Arial) using 12 points for the main body of the essay;
- Paginate
- Word count at the end of the essay (this should not include the list of references) – make sure you are within 10% of the recommended number of words required for the particular piece of coursework;
- Referencing which respects academic protocols, using the Institute's of Education (Harvard System) style;
- List of References – all sources used in your essay must be listed alphabetically (in the recommended style).

Referencing Policy

Correct academic referencing is not only an important aspect of good scholarly work, but an essential part of preventing academic misconduct charges. There is a video support resource in this module's Moodle platform. Please refer to it and use the online Referencing Guidance 'Cite Them Right' and our video support for referencing (found within PGS7007 Moodle module, Video Resources) to aid your work in this area. All assignments should adhere to Harvard referencing protocols. For guidance, please click:

<http://www.citethemrightonline.com/>

Please refer to the Programme handbook for full details of PGCE Secondary with QTS assessment procedures and related information, found on Moodle, PGCE Secondary Core and Non-Salaried (SMU).

Academic Conduct

Whilst being supported and guided by the tutorial/supervisory team, trainees will also undertake their own research, preparation and planning as they construct their assessment tasks. This is a vital element of learning, and it is important to remember that the assessments are an integral part of that learning – not simply a way of testing what has been learned.

- That learning process only has meaning and value if they present their own thoughts, analysis – work.
- That is the standard of academic conduct that we expect, and hope, our trainees attain – however, we do have procedures in place to address any apparent instances of academic misconduct.
- Academic Misconduct is taken very seriously by the University, and trainees should be aware that the consequences of such misconduct can be serious.
- Examples of behaviours considered to constitute academic misconduct are as follows:
 - copying work from reference sources or other trainees (plagiarism);
 - using elements of own work more than once and without referencing the original (auto-plagiarism);
 - using elements of work already submitted resulting in ‘double crediting’ work;
 - working too closely together with other trainees to produce very similar submissions (collusion);
 - allowing another trainee(s) to copy work (unfair advantage)
 - fabricating results or other outcomes that form part of the work (falsification of data);
 - bringing unauthorised materials/electronic devices into an examination room, and/or behaving in other ways that could bring an unfair advantage (examination cheating).

Academic Misconduct – Guidelines for Students

The above represent the most common forms of academic misconduct. However, trainees should refer to the Academic Misconduct – Sections 29-30 of the Academic Regulations found at [Academic Misconduct \(stmarys.ac.uk\)](http://stmarys.ac.uk), which includes guidance for students on processes related to Academic Misconduct.

This guidance also explains the process that will be followed when a trainee is suspected of academic misconduct; and the types and levels of sanctions that will be applied when cases are proven.

Non-Academic Misconduct

Trainees should please note that Academic Misconduct and other forms of Student Misconduct are addressed via different processes. Allegations of Misconduct which are not categorised as academic will be investigated and progressed by the Head of Institute or Service (or nominee) according to Section 4 of the [Student Disciplinary Procedures](#).

Student Complaints procedures

There may be times, when the quality and standard of the educational experience or wider experience at the University does not meet reasonable expectations. Trainees are entitled to complain and to make known their concerns.

The Student Complaints Procedures can be found at [Student Complaints Procedure](#).

Studying without Harassment

The University accepts that all trainees have a statutory right to be treated with dignity and respect at work in an environment free from bullying and harassment. Bullying and harassment guidance can be found at [Bullying and Harassment Guidance](#) and the student disciplinary policy can be found at [Student Disciplinary Procedures](#).